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Mrs. Mason (standing, rear studio) encourages her student artists in a painting class. See view of Professor Roberts and mechanical drawing class on address side.

Art Specialization Offers Many Career Opportunities

Art as an educational major usually attracts students who wish to teach or use artistic skills in business or industry. Harding offers art training in both these fields.

The art department is headed by Mrs. Elizabeth Mason, with J. Lee Roberts as assistant professor. It is their theory that students learn to draw and paint simply by drawing and painting, and the art teacher is concerned mainly with guiding and directing the progress of the individual student as he develops proficiency.

The art major begins his studies with a foundation course in drawing, using charcoal or pencil medium to practice and acquire skill in perspective and composition. Following that he has an introductory course in painting with exercises in water color, tempera, and oil media, learning the use of color, line, and form as major design elements.

Advanced art students seek individual expression with oil and water color, working especially for mastery of these media. They may also study

portraiture, color theory, design, lettering, and mechanical drawing. The senior art student is required to paint a mural or hang an individual showing of his works. Those who will teach art elect some of the artcraft courses—ceramics, papier mache, or carving.

Career opportunities in art are varied. Though most Harding alumni who majored in art are teaching, others are employed as florists, interior decorators, draftsmen, and advertising artists. Fashion design, industrial design, and magazine illustration also offer opportunities for the art major.

But art courses are of interest to students majoring in other fields and many enjoy drawing or painting as a hobby. Home economics majors study color and design for their value in home decoration and clothing construction; speech majors find of value the course in stagecraft.

Art is so much a part of modern life that it is included in the general education of all students. At Harding it is correlated with the study of literature and music in the humanities courses studied by freshmen and sophomores.

Chorus Records Christmas Songs

A program of Christmas music, sung by the Harding College Chorus, will be heard in homes throughout the nation during the week of December 23.

The chorus will appear on the radio feature, "Land of the Free," presented by the college's national education program on 365 radio stations weekly.

On the Christmas program the chorus sings: "Hark the Herald Angels Sing," "Hallelujah, Amen," "Hark Now, O Shepherd," "Mary Had A Baby," and "Silent Night." The solo part in "Mary Had A Baby," is sung by Erle T. Moore, head of the music department. Pres. George S. Benson closes the program with a Christmas message.

"Land of the Free" is a 15-minute transcription which dramatizes the lives of Americans who have made significant contributions to the American way of life. It regularly uses professional talent and is produced in New York. The program has used songs by the chorus on other national holidays, including Thanksgiving and Independence Day. The Christmas songs for this program were recorded on the campus and Peterson Radio Productions, New York, made duplicates for the 365 stations.

The chorus is composed of 100 students from 21 states and Canada. One of the most popular of Harding student organizations, the chorus makes several tours each year, singing for school, church, and civic groups. It has its own radio program, "Hymns from the Harding Campus," which is broadcast over 17 stations in Arkansas and nearby states. Andy T. Ritchie, associate professor of music, is director of the chorus.

1951 Lectures

Speeches delivered at Harding's 1951 Lectureship on "Christ and Present Day Problems" are being published in a 200-page volume to be released about March 1. Pre-publication orders for the book at \$2.50 are being accepted by the Harding College Bookstore, Searcy, Ark.

Joe Blue Tells His Life Story

By Bill Bell
Bison Staff Writer

When he was 20, Joe Blue traded a bony, long-legged mule for a year's schooling at a Salem, Ark., schoolhouse, and his father said he made a bad deal—that he lost a good work animal. Now, 56 years later, Blue thinks he made a good investment, and so do a great many North Arkansas Christians who first heard the gospel from the lips of this veteran preacher.

Blue, whose experiences as a gospel preacher are legendary with residents of the Salem area, was a visitor at Harding during the annual Lecture-ship, November 11-15, and guest of honor at the preachers' dinner on the closing day.

Joe Blue preached his first sermon at Lebanon schoolhouse, near Poughkeepsie, in November, 1896. He repeated his sermon at the same place in 1946, on the fiftieth anniversary of the occasion. However, he made the second address from a stump; the schoolhouse had been torn down.

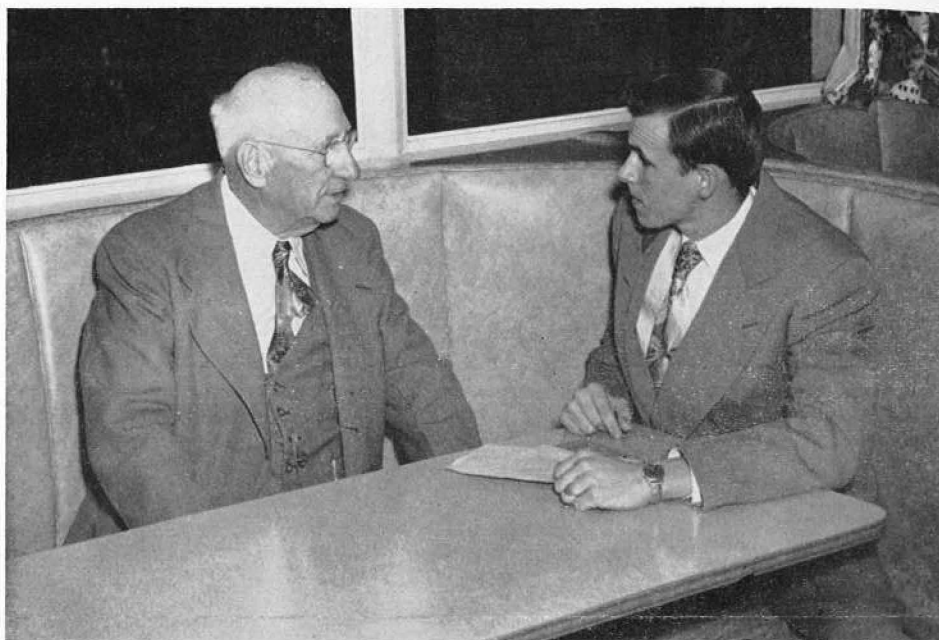
On November 9 of the same year, 1896, Blue made what he called the best deal of his life. He married Miss Mary Montgomery, who, he says, has been the bridge he crossed to success.

When he began his preaching career his total possessions were: one change of clothing, a Bible, "The Gospel Plan of Salvation," by T. W. Brents, and four cents. But he didn't tell anybody this, for fear the people would say he was preaching for money. This humble spirit and desire to serve has guided him in his years of preaching and placed him high in the esteem of his brethren.

Among his never-to-be-forgotten experiences is a meeting which he and a fellow evangelist held in January, 1904. When the meeting closed they were given \$2 and a handkerchief apiece; they walked the 45 miles home through a three-inch snow.

For his services as a preacher Blue has been paid with buckets of molasses, a live hog, hunting dogs, meat, clothes, wild honey, and just about anything of use in the home. During his 55 years in the pulpit he has been threatened, stoned, beaten with green walnuts, had eggs thrown at him, had dynamite placed under the rostrum and almost lynched, yet he has continued to preach.

At 76 Joe Blue is as energetic and active as a man of lesser years. In his time, he has helped build 19 church buildings, including one which he and a helper cut the timbers with a cross-cut saw; and he wishes that he could help build 19 more.



The fabulous Joe Blue (left) tells Bill Bell some of his experiences as an Arkansas preacher.

13 Seniors To Be Honored In 1952 "Who's Who" Book

Names and biographical sketches of 13 Harding College seniors will be included in the 1952 edition of "Who's Who Among Students in American Colleges and Universities," Dean L. C. Sears has announced.

The Student Association nominated candidates for Who's Who honors, and selections were made by the faculty on the basis of scholarship, character, leadership abilities, participation in student affairs, and potential usefulness to society.

The Who's Who publication is an annual directory which lists outstanding students in colleges throughout America. It is distributed to business management as an employment reference.

Pictured below are the 13 students named for this honor. **Top row:** Phil Perkins, Shadyside, Ohio; Rees Bryant, Florence, Ala.; Jimmy Massey, Pontotoc, Miss.; Kent Burgess, Crossville, Tenn.; Joe Betts, Hico, Texas; Jimmy Allen, Bradford; Bob Morris, Maywood, Ill.; **Bottom row:** Louise Zinser, Milwaukee, Wis.; Vonda Gifford, Campbell, Mo.; Shirley Pegan, Hillsboro, Ohio; Audrey McGuire, Searcy; Patti Mattox, Searcy; and Betty Thornton Ulrey, Sheridan.

Four of the students—Perkins, Gifford, McGuire, and Ulrey—were listed in **Who's Who** as junior students last year.



Building Program Nears Its Goal

With the college building program soon to reach its climax, Jack Garner will be putting the "finishing touches" on a job that was begun three years ago. Garner is supervisor of construction in the \$1,500,000 expansion program underway at Harding College since 1948.

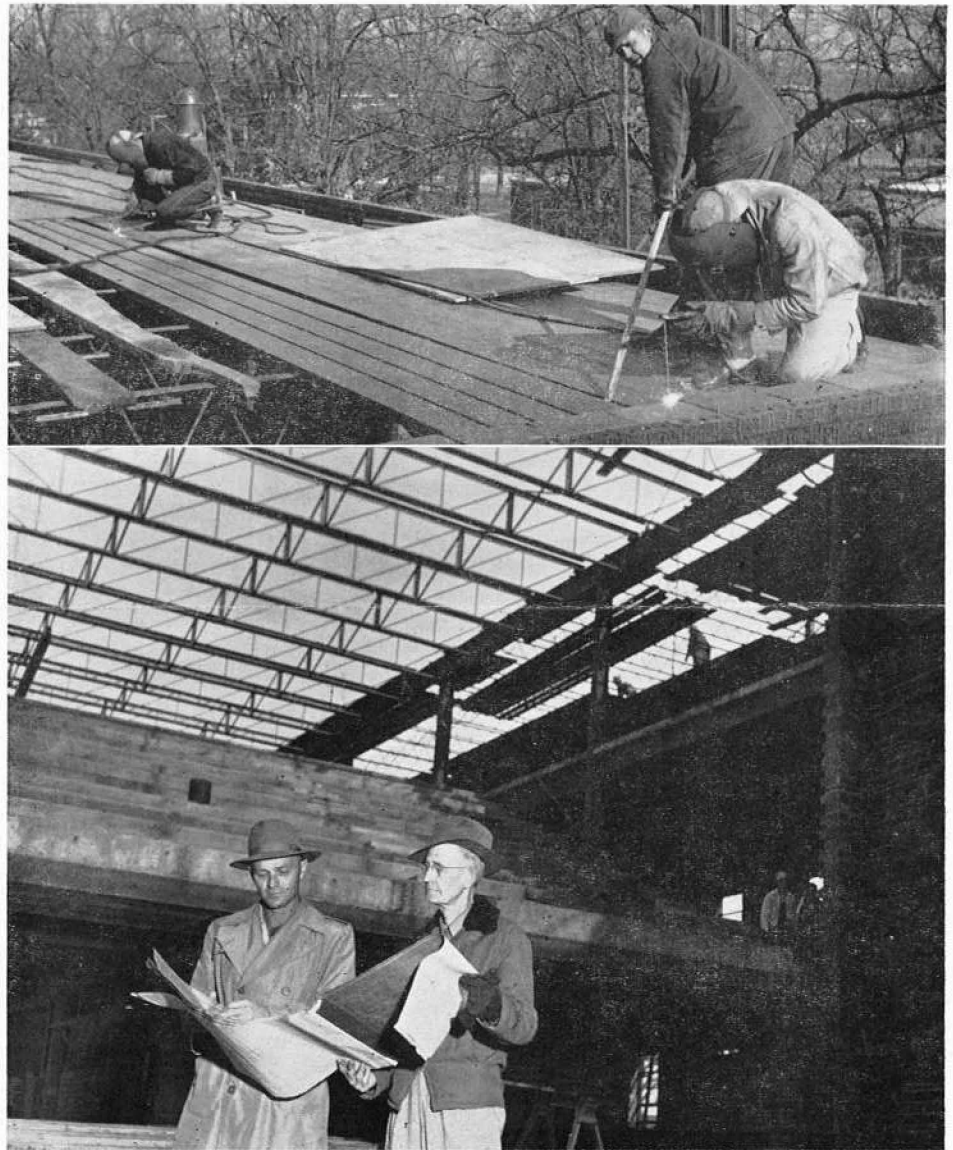
Garner came to work for Harding in March 1948 as a labor foreman. That year construction of two buildings—Rhodes Field House and Armstrong Hall—was in the early stages. Garner was asked to take over work on the gymnasium, which was completed during the following summer. After that the entire construction program was in his hands.

Now, with work progressing on the auditorium-administration building, final structure of the original expansion plan, Garner has just about completed the job he set out to do. Since January 1950 new buildings have been completed and opened for use in this order: Armstrong Hall, Beaumont Memorial Library, Ganus Student Center, Cathcart Hall and the Music Building. In his "spare time" Garner supervised construction of the College Church building and demolition of three structures: the old gymnasium, the training school, and Godden Hall.

Harding's decision to hire its own staff of workmen for the construction program has proved successful and has saved the college thousands of dollars, according to Pres. George S. Benson. On some of the first buildings bids were asked from contractors; the college was able to complete the buildings at figures much less than the contractors' estimates.

At its peak the construction program has employed 60 workmen; about half of these have worked on all the buildings. They are all residents of Searcy and nearby communities. These workmen have done all the construction work, except bricklaying which is done by a local contractor. Plumbing, heating, and electrical work are under the supervision of Elbert Turman, college engineer.

Garner, who has had 20 years in the building business in half a dozen western states, works in his office, a 20' x 20' plywood structure which has been located on every corner of the campus at one time or another. (He follows the buildings.) He is assisted by W. L. Wallace, labor foreman, and Ralph Latimer, who acts as general foreman over the workmen. Mrs. Maxine Wright is timekeeper and payroll clerk.



Top: Workmen are welding steel decking for the roof of the auditorium-administration building. Bottom: Garner (left) and Wallace check the blueprint on a construction problem.

Two Get Top Posts In FTA

Two Harding students will hold executive positions in the Arkansas division of Future Teachers of America in 1952. They are Kenneth Rhodes and Julia Hawkins, who were elected president and member-at-large, respectively, at the annual convention of the organization in Little Rock, November 16-17.

Rhodes, a junior, from Roswell, New Mexico, is an ministerial student, majoring in Bible and minoring in English and speech. He is a member of the band, chorus, and men's glee club. Miss Hawkins is a sophomore from Piggott. She is a member of the chorus and girls' glee club.

FTA aims to help students planning careers in education develop teaching ability and disseminates information about the teaching profession. The



Ken Rhodes and Julia Hawkins.

Harding chapter, named for Mrs. Florence Cathcart, assistant professor of education, was organized in 1949 and is one of the largest in the state. It is affiliated with the National Education Association.

GENERAL EDUCATION today has in it three outstanding and dominating urges, or motives.

The first of these is **materialism**. Education tries to account for the Original moving Cause in terms of unknowns, chance, and unintelligent processes. Left to the influences of general education today, the student would never imagine a thought akin to "In the beginning God created." Often this view is positively ridiculed in education for which the believer's tax money pays the teacher.

The second of these urges is **secularism**. General education has not only encouraged the purely secular motive, it has so discouraged all religious teaching and has allowed so much teaching that is positively against the original faith which instituted public education, that it has betrayed completely the original motive in primary education.

The third prompting urge is **atheism**. General education has so completely lost sight of the original urge of our forefathers in education that it has eliminated—even outlawed—all religious teaching from the curriculum. A teacher is considered a scholar worthy of large remuneration if he is highly skilled in teaching subjects in the name of science which completely destroy faith in God; but if he takes time out to give a lesson on simple faith in God, he is a law-breaker. The original schools, such as Harvard, Yale and Chicago universities, have become little more than research centers where scholarly men try to decide how much of the ancient faith we may retain and how much we must discard if we are to be considered real scholars.

In the history of public education 11,000 religious schools have arisen and now exist. Many of these have gone so far astray that what they teach and what they question amounts to a betrayal of the principle of faith, which affirms a foundation authority in religious faith.

This is the identical point at which Christian education has its largest responsibility. Education cannot be all purely religious; but no education is worthy of being called Christian education if it fails to make Christ the center of the curriculum. When Christian faith is placed on defense, or when Christian practice has to take a side track for secular things, or when campus entertainment dwarfs the religious stature of the campus and chills religious zeal, the purely Christian element in the education of the campus has started to die. While avoiding fanatical manifestations, every campus worthy of the name "Christian" is worthy because it has made respect and love for Christ the dominant urge of people on that campus.



The Future Of Christian Education

By E. W. McMillan
Pres., Southwestern Christian College

In overcoming the weaknesses of modern education, I would name three essentials: (1) Christian people must demand more consideration for the Christian ideal in education. This means that more consideration must be given to religious faith when teachers are employed. Christian people should rise up in demand for teachers with unwavering trust in God.

(2) Christian people should more and more support existing Christian schools. They should support them with money and students. They should support them with prayers. And they should support them with criticism. The best safeguard for simple trust in God, maintained through education, is the tribunal of public opinion among those who support the schools.

(3) The schools themselves must maintain a more devout Christian life in themselves. This is not an indictment in any sense; it is merely an admission that we are all human. Secular subjects should be taught from the Christian viewpoint. When scholarship and faith conflict, faith must win every time. Religious studies must nurture faith. There is today too much study **about** faith, **about** inspiration, and **about** God and **Christ**. There is not enough study which creates and inspires faith and hope and produces true love for God and men.

There is no greater trust than having a mind turned over to you to be led somewhere in its understanding. There is no greater privilege or joy than accepting such a trust and leading a mind out of confusion, sin, and doubt, into an understanding which brings it face to face with its Lord and blessed Redeemer, and hearing it fall at his feet to exclaim, "My Lord, and My God."

An education that does that is Christian education. That kind of education is the hope of the world, and its only hope, whether it is taught in a Gospel pulpit or a college classroom.



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